

West Haddon Endowed School

Policy Document

EARLY YEARS FOUNDATION STAGE POLICY

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

Introduction

West Haddon Primary School is a Voluntary Controlled Church of England school which has Christian values at the heart of its ethos. Our values are incorporated into all curriculum areas and are embedded fully in all areas of the Early Years Foundation Stage.

School Mission Statement

We are proud of the Christian love and care which we extend to all our children, staff, parents and the local community. Standards of teaching and learning reflect our high expectations of achievement. Christian values are at the core of our school family.

Aims of the school

1. We aim to equip all children with attitudes, skills and knowledge to enable them to enjoy their childhood and serve as a foundation for further development.
2. We place Christian values at the heart of everything we do.
3. We will provide a happy environment that is caring, nurturing and supportive for everyone involved in our school.

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4. We shall treat the children as individuals and encourage them to reach their potential.
5. We will maintain and strengthen our links with the wider community.

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. Entry into our nursery provision is from the age of two years old their education can then continue into our Reception class. (Compulsory schooling begins at the start of the term after a child's fifth birthday.)

The Foundation Stage is important in its own right and underpins future learning in Key Stage One. The Early Learning Goals set out what is expected of children by the end of the Foundation Stage. We are aware that during their early years, children grow and develop rapidly and are very receptive learners. Rapid development at this stage means there are wide variations in any group of young learners. Children's learning in nursery is based on the development matters guidance which leads into early learning goals in reception.

The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know.
- It recognises that each child is different and ensures that no child is excluded or disadvantaged.
- It offers a structure of learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.

Aims of the Foundation Stage

We believe that all children are entitled to the best possible start in life both emotionally and intellectually which enables them to achieve their potential.

We support our children in the following ways in accordance with the guidelines contained in "development matters in the Early Years Foundation Stage".

- Understand that children develop in different ways and at different rates.
- Nurturing each child's individuality and responding to their needs, interests and feelings.
- Assessing and identifying children's learning and development across the seven areas of learning specified below and planning next steps to learning including identifying any need for additional support.
- Fostering and supporting children's self-esteem and confidence and helping to develop their awareness of their own identity and their place within the community.
- Providing a safe, secure and caring environment where children feel valued and feel a sense of belonging.
- Supporting children to develop care, respect and appreciation for others, including those that have beliefs, cultures and opinions which are different to their own.
- Encouraging children to develop their independence and perseverance when faced with challenges.
- Setting clear boundaries and high expectations for the children to aspire to.
- Providing experiences which build on existing knowledge and understanding, seeking to challenge, stimulate and extend their learning and development.
- Encouraging children to be sensitive to others needs and feelings and to form positive relationships with adults and other children.
- Providing a stimulating environment with diverse resources to encourage the children to take risks and explore further.

- The partnership between home and school, so that the children feel secure and develop a sense of well-being and achievement.

The Early Years Foundation Stage framework

Teaching is delivered in accordance with the Statutory Framework for the Early Years Foundation Stage (March 2017). The key principles established in the document bring together children's welfare, learning and development requirements through the four themes.

- **A unique child**
- **Positive relationships**
- **Enabling environments**
- **Learning and Developing**

There are seven areas of learning and development which shape the educational programme for the Early Years. All areas are of equal importance and are inter-connected.

The three prime areas are:-

- Communication and language.
- Physical development.
- Personal, social and emotional development.

There are four specific areas throughout which the three prime areas are strengthened and applied:-

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

We encourage and apply the following characteristics of teaching and learning when planning and guiding children's activities:-

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

We believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

Active Learning through Play in the Foundation Stage

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of their development. Play is a powerful motivator, encouraging children to reach their potential. We ensure that play is flexible and tailored to individual children's needs and learning styles. Play is structured and unstructured, and takes place both inside and outside.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand rules. They have the opportunity to think creatively alongside

other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or relive anxious experiences in controlled and safe situations.

Planning

The Statutory Framework for the Early Years Foundation Stage provides the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the development matters statements. Our medium term planning is created with all Early Years practitioners' involvement and takes into account the individual children's learning and developmental needs. This is topic based. Weekly planning reflects both children's interests and their developmental needs. All staff contribute to the weekly planning through planning of activities, evaluations and children's next steps. The planning in the nursery focuses strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. (Statutory Framework for the Early Years Foundation Stage 2017) as the children become more school ready and move to reception the balance will shift towards a more equal focus on all areas of learning. In planning and guiding children's activities and learning, staff reflect on the different ways that the children learn. This is carried out by observing and making a judgement of how the children learn against three characteristics of learning: playing and exploring, active learning and creating and thinking critically.

The learning opportunities provided include a range of adult focussed, and child initiated activities both indoors and outdoors. Educational visits within the local community and further afield are also planned to support children's learning. In particular our Church school status is embedded through regular community worship and other trips to our local Church and by inviting community members and representatives from other cultures and faiths to visit us and share their experiences with the children.

Key Worker

In nursery each child is assigned a key worker who helps ensure that every child's learning and care is tailored to meet their individual needs. The key worker is known to the parents and they build a positive relationship in order to support and guide the children's learning at home.

Observations

Foundation stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. In nursery child observations are recorded using Tapestry. Tapestry is an online journal that parents can log onto on a daily basis to see their child's observations and review their learning and development. In Reception relevant and significant observations are recorded in the children's learning journal, maths book and faith and values book and parents formally look at these three times a year. Children in reception have a wow book where their parents write observations of things that their child can do at home or when they are out and about. These observations are then displayed in the classroom.

Assessment

On-going formative assessment is at the heart of our early years practice. It is the link between observing children and effective planning, an integral part of the learning and development process. Teachers and other adults make regular and precise assessments of children's learning to effectively plan suitably challenging activities. Assessment in the early years is regular, planned and focussed as well as responsive to spontaneous events. Formative assessment identifies individual progress, next steps in learning and

development, provides an insight into how best to help each child develop and learn and prioritise high quality teaching learning experiences and opportunities and actively engages parents in developing a holistic picture of each child identifying any learning and development needs.

As each child enters both Nursery and Reception we use our professional judgement to determine the age band the children are working within across the EYFS 17 areas of learning. Children are given a “baseline assessment” within the first 3 weeks of them starting in the provision.

Throughout the year staff keep progress records and children’s work which are shared with parents at parents evening.

A review of progress of Developmental Matters for each child is carried out three times per year.

At the end of the year in Reception children are assessed against the EYFS Profile Early Learning Goals. The teacher states whether children are meeting the expected levels of development, or if they are not yet meeting the expected level (emerging) or if they are exceeding the expected levels of development. A summary of these assessments are sent to the LA for analysis. The Year 1 teacher uses this information to make plans for the year ahead. We also share this information at parents evening and in the end of year report.

Parents receive an Annual Report that offers brief comments on each child’s progress in each area of learning. It highlights the child’s strengths and development needs, and gives detail of the child’s general progress.

Inclusion in the Foundation Stage

In our School we believe that all children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the Foundation Stage. Some children progress beyond this point. We help to do this by planning to meet the needs of both boys and girls, of children with Special Educational Needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds.

All children, irrespective of gender, ability, ethnicity, culture or religious belief, or social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

Dummies

Dummies can be a source of comfort for small babies. As babies get older they do not need their dummies. In fact, giving older babies and children a dummy or bottle can cause problems with their talking and their teeth. Our nursery policy is that children do not have dummies in the setting. We offer information for parents regarding how to support their children with ‘dumping the dummy’.

Two Year Progress Checks

When a child enters nursery between the ages of two and three, our practitioners must review their progress, in the three prime areas (Personal, Social and Emotional Learning, Physical Development and Communication and Language).

This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. Parents/Carers will be invited to Nursery so that our staff can provide parents and/or carers with a short written summary of their child's development.

If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the Special Educational Needs Coordinator (SENCO) or health professionals as appropriate).

Staff will encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to.

The aims of the EYFS progress check at age two are:

- review a child's development progress in the three prime areas
- ensure that parents have a clear picture of their child's development
- enable practitioners and parents to understand the child's needs and plan activities to meet them
- note areas where a child is progressing well and identify any areas where progress is less than expected
- describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

Transition

Starting school can be an unsettling time for young children therefore we plan this time carefully to support children with a smooth start to their Reception year. During the summer term children have the opportunity to come and play with the current Reception year. We feel these sessions are very good for the children to meet their teachers and become familiar with their new environment.

Parents of all children in the next academic year are invited to our new parents meeting during the summer term whereby they can meet the teachers, learn more about the school and their child's learning journey as well as develop the home school partnership. They will be given information about the induction process and details of the School routine are shared. There is also time for informal chat and parents' questions. School information packs are given to parents at this meeting. Parents are also provided with questionnaires to obtain as much individual information about their children as possible.

When the children join in September they will initially come to school for mornings only then progress to full time.

During the first part of September all parents are offered a home or school visit whereby they can talk to the teachers about their child.

Throughout the children's Reception year they will be part of whole school life. They will attend key stage and whole school assemblies, curriculum days and celebrations as well as shared playtime with both KS1 and KS2.

Parents as Partners

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child during home visits at this start of the academic year (this is optional).
- Nursery parents have regular opportunity to talk to their child's key worker.
- Providing opportunities for the children to spend time with their teacher before starting school.
- Inviting all parents to an Induction meeting during the term before their child starts school.
- Giving Welcome booklets out to parents.
- Inviting parents to join the PTA.
- Sending newsletters to parents on a regular basis.
- Offering an "open door" policy to parents.
- Encouraging parents to talk to the child's teacher if there are any immediate or urgent concerns or issues at the beginning or end of the school day.
- Having flexible admission arrangements and allowing time to discuss each child's circumstances.
- Encouraging parents to say if there are any problems with their child's learning or rate of progress.
- Offering a range of activities, throughout the year, that encourages collaboration between child, school and parents.
- Providing various activities that support the involvement of parents. There is regular communication with home through the child's home school book.
- Nursery use Tapestry so that parents can view their child's learning journal.

Parents' Welcome packs supplied prior to admission confirm that they should supply the following for their child:-

- Packed lunch (if not having school dinners) in a named lunchbox. Fizzy drinks and glass bottles are not permitted.
- A healthy snack for play time.
- A clearly named water bottle.(Reception children)
- Information about any medication or medical conditions including allergies for their child. Medicine /inhalers cannot be kept in the child's book bag. Emergency first aid and treatment will be provided by trained staff as appropriate.
- A uniform list including PE kit. (Reception children)

There is a formal meeting for parents in the Autumn and Spring terms at which the parents discuss the child's progress with the class teacher in private. Parents receive a report on their child's progress at the end of the year and there is an opportunity to discuss this in the Summer term with the class teacher if needed.

Photographs/videos

At the beginning of each year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, in displays, in children's individual record books, and on the school website (children who are "looked after" will not have their image put on the website or any public flyers etc).

Safeguarding

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2017)

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- To promote good health;
- To manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- To ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- To maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Keeping Safe - It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy).

Good Health - All children are provided with a healthy snack each day as well as being given the choice of milk. They have access to water at all times.

Intimate Care - "Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. (See intimate care policy and nappy changing policy).

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

Monitoring and Evaluating

This policy will be monitored by the teacher, senior management team and Early Years Governor every three years.